DOCUMENT RESUME

ED 224 792 SP 021 544

AUTHOR Butler, E. Dean
TITLE Qualitative-Naturalistic Methods and Reform in Graduate Research Instruction.
PUB DATE 10 Nov 82
NOTE 28p.; Paper presented at the Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10, 1982).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Course Content; *Educational Research; *Graduate Study; Higher Education; *Inquiry; *Research Methodology; Research Problems; Research Skills; Teacher Education Curriculum

ABSTRACT

The dominant view of inquiry reflected in graduate educational research courses has been labelled as positivistic or quantitative. Instructional strategies have been designed to train students to become more skilled in the use of complex statistical procedures, more efficient in the development of preordinate designs permitting increasingly higher levels of control over complex socio-behavioral phenomena, and more proficient in reducing complexities of the world to precise and clear formulations, often through the use of mathematical symbols. An alternative view of inquiry, the naturalistic/qualitative theory, is associated with the conduct of research in field settings, use of description as the principal means of reporting the observations generated, involvement of the researcher as participant-observer and as an instrument of data collection, use of inductive logic, and a belief that there is a need to capture the inner perspectives of those under examination. A description is given of a graduate education research course that reflects this alternative research paradigm. Two bibliographies used in the course are attached. One presents references selected as appropriate for the segment of the course dealing with the philosophy of science, theory of inquiry, metatheory and paradigms, functions of theory, and models and types of theory. The second bibliography covers major topics associated with naturalistic-qualitative inquiry dealt with in the class sessions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224792

Qualitative-Naturalistic Methods and Reform in Graduate Research Instruction

A paper presented at the Mid-South Educational Research Association, New Orleans, LA.

November 10, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Dean Butler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

E. Dean Butler, Associate Professor
Foundations of Education
Memphis State University
Memphis, TN 39152

SP 021 594

Professionals in educational research work within a cultural framework typically labeled as positivistic or quantitative. This view controls the manner in which we socialize students in thinking about the design of formal schooling; guides our efforts in helping students master the practices of classroom teaching; and is the dominating view reflected in research courses designed to equip graduate students with knowledge, skills, and commitments relative to utilizing the research literature and in becoming producers of research. In past decades we have sought to improve our instructional strategies through which students become more skilled in the use of complex statistical procedures, more efficient in the development of preordinate designs permitting increasingly higher levels of control over complex socio-behavioral phenomena, and more proficient in reducing complexities of the world to precise and clear formulations often through the use of mathematical symbols. These efforts to improve research skills of educational practitioners are indeed commendable. There is, however, a contemporary view which is questioning our uncritical dedication to conventional-quantitative modes of inquiry. Leaders associated with this alternative perspective are raising important questions which we cannot ignore.

The purposes of this symposium are to examine in some detail the nature of this alternative view of inquiry, to summarize some of the implications of the view, and to overview a graduate course designed to introduce students to this alternative view of inquiry. In this paper we will (a) summarize some of the major philosophical challenges presented by the alternative view of inquiry, commonly called naturalistic/qualitative, (b) focus briefly on the challenges presented by advocates of the naturalistic view, and (c) discuss a graduate research course designed to assist students in understanding the

alternative view. Other presentations given in the symposium will focus in more detail on components of the course and treat in more detail implications stemming from the alternative view of inquiry. The other participants, all doctoral level graduate students who have completed the course, will offer their individual perspectives and recommendations regarding programmatic changes in graduate students' research preparation.

The Concept of Paradigm

No research method is "atheoretical." This assertion is founded on the belief that any given mode of inquiry is associated with a complex theoretical, and even ideological, structure which supports its appropriate application to problem resolution. The kinds of questions that can be stated, the manner in which questions can be answered, and the validity of the knowledge yielded from its utilization are a few examples of the theoretical dimensions of a given research strategy. For our purpose here, it seems appropriate to use the concept "paradigm" rather than "theoretical" since it permits us to focus more clearly on a general orientation or controlling view.

As described by Patton (1975), who built upon the conceptualizations of Thomas Kuhn:

> A paradigm is a world view, a general perspective, a way of breaking down the complexities of the real world. As such, paradigms are deeply embedded in the socialization of adherents and practitioners telling them what is important, what is legitimate, what is reasonable. Paradigms are normative, they tell the practitioner what to do without the necessity of long existential or epistemological consideration. But it is this aspect of a paradigm that constitutes both its strength and its weakness--its strength in that it makes action possible, its weakness in that the very reason for action is hidden in the unquestioned assumptions of the paradigm.

While this is neither the time or the place to examine in detail the paradigm known as naturalistic/qualitative, it does seem appropriate to review some of the major conceptions associated with the orientation. Six of these

are briefly presented below. Those who desire to read more detailed accounts of the paradigm, its theoretical supports and historical development, will find numerous references in the attached bibliography. Works by Boydan and Biklen (1982), Guba (1978), and Guba & Lincoln (1981) treat in detail the philosophical dimensions of naturalistic-qualitative inquiry.

Six Major Beliefs of the Naturalistic/Qualitative Paradigm.

1. A complete and truthful analysis of human behavior can be achieved only through use of both an inner and outer perspective. The inner perspective can be known only through active participation in the life of the observed and through the generation of insights via introspection. If only the other perspective is known, typically pursued with the paradigm of positivistic/quantitative science, the results are distrotions of what exists in social reality.

2. The process of generating knowledge and understanding must be primarily inductive, grounded in the specifics of human existence, and not created through the use of previously constructed models, theorems, or hypotheses. Theory would be conceived as substantive rather than formal or deductive.

3. Reality is complex and holistic, existing in the minds of individuals, and thus incapable of being reduced to a single reality on which inquiry can converge. Moreover, complex reality cannot be divided neatly into independently manipulatable parts, normally called variables.

4. Separating that which is known, or studied, from the knower, or investigator, is impossible. The knower (subject) and the known (object) are interrelated and the knower must be recognized as an important instrument through which knowledge and understanding are generated.

5. The natural world is the ideal setting for the conduct of inquiry, not the contrived laboratory. It is in the natural world that on-going processes can be studied in a contextually relevant setting which is constantly being transformed. Inquiry must take into account all phenomena of importance, even those not anticipated by the researcher.

6. Naturalistic research reporting involves a detailed literary description of the phenomena investigated with little emphasis given to precise measures or the quantification of similarities between persons, categories, or events. Comprehensive narrative reports are mandatory if the discourse is to focus on discovery rather than verification.

In summary, the paradigm is associated with the conduct of research in field settings, use of description as the principal means of reporting the observations generated, involvement of the researchers as a participant-observer and as an instrument of data collection, use of inductive logic, and a belief that we need to capture the inner perspectives of those under examination.

Reflections on the Challenges Offered by the Alternative View of Inquiry

While we are sensitive to the limitations of our research conceptualizations, aware of difficulties associated with conventional strategies of inquiry in generating knowledge relevant to the improvement of educational practice, and cognizant of challenges we face in creating inquiry designs and analytical approaches so that improved theory and understanding is achieved, we are generally cautious in accepting a new or different theoretical conceptualization. This is especially true if it is not fairly congruent with the theoretical framework through which we were socialized and which has guided our professional careers.

Those who propose naturalistic inquiry as legitimate research do not, as the writer understands them, lay claim to having insights into a better method of inquiry. They do argue, however, that the naturalistic orientation holds promise for educational research and that it deserves our serious attention.

What is resulting from the presence of two differing orientations to the conduct of inquiry in education does not appear to be an issue related to determining which view or method is "right" but rather a problem of determining when each mode seems to have utility in guiding our study into social-behavioral phenomena. That each view may have a role to play in framing research is founded on the belief that there does exist substantial intellectual concurrence about the validity of each approach and that it can be demonstrated, both to the skeptics and the committed, that the orientations have possibility for yielding productive outcomes.

A problem created by the presence of these two approaches to research must be addressed by those who have responsibility in research leadership and for preparing students of education with understandings and skills needed to engage in scientific inquiry. This problem relates to the responsibility we have in modifying our course offerings, along with our individual viewpoints, so that graduate students can more fully participate in the healthy dialogue now being reflected in the research literature, in conferences such as this, and in daily discourse in both field and academic settings. Finding a solution will not be easy since it will necessitate examining, in a critical manner, established conventions and analyzing beliefs that are normally kept hidden.

As a start, in that the alternative mode of inquiry is now a component of professional culture that is not likely to disappear and, therefore, available for us to incorporate into our training programs, it seems appropriate that we take steps to help our students become aware of the orientation and develop

their skills, as well as ours, in the conduct of naturalistic inquiry. Moreover, we need to encourage our students to join in the current deliberation focusing on analyzing, critiquing and refining our conceptions of research and the strategies we endorse. Following is a brief overview of a graduate research course which seeks to compliment this proposed course of action.

Design of a Graduate Research Course Reflecting the Alternative Research Paradigm.

EDRS 8522, Advanced Educational Research, was placed in the curriculum of the College of Education, Memphis State University, in the late 1960s when the doctoral program was initiated. The course, conceived as an elective option for students who did not wish to enroll in advanced courses in statistics and experimental design, initially focused on methods of inquiry associated with philosophical analysis and historigraphy. The writer, upon assuming responsibility for the course in the mid 70s, received departmental and college approval to modify the course so that more attention was given to theory development and validation as a critical dimension of the research process and to have students examine various types of aexperimental methods of research. Numerous changes have been made in the course over time though the general intent of the course has not changed.

Organizationally, the course currently consists of two main components. One focuses on the epistemological views associated with the philosophy of science, especially positivistic science; the role and function of theory and modeling in the research process; an overview of major types of theories found in contemporary social and behavioral sciences; and the preparation of integrative reviews of the research literature. The second component stresses the philosophical aspects of the naturalistic/qualitative mode of inquiry and

overviews major research strategies associated with the view. Students are expected to develop expertise in one particular method and to share in the class sessions the results of their individual investigations into a specialized research literature. Specific topics associated with the naturalistic mode pursued by students during a given semester include grounded theory, content/documentary analysis, ethnography, experimental ecology, case study, ethnomethodology, interviewing, participant observation, and general issues or problems in field study and naturalistic/qualitative inquiry. Dependent upon student interests and the type of dissertation proposal being developed, other topics which students might investigate include secondary analysis, historical methods, survey design, systematic observation, sociometry, scaling theory and methods, and constructive typology. While these latter topics might not be typically associated with qualitative inquiry, the course does seek to provide resources to all students engaged in proposal writing, regardless of their personal interests in naturalistic approaches or commitments to more conventional forms of inquiry.

The course is a demanding one, both to students and instructor. While it might be better to divide it into two separate courses or seminars, doctoral program requirements prohibit most students from taking more than one elective research course. Thus, division of the course into more specialized offerings would probably result in the current material being available to fewer students.

Justification for maintaining the first part of the course might be appropriate here since it might appear that its deletion would permit more comprehensive treatment of the naturalistic paradigm. Inclusion of the material dealing with the philosophy of science rests on the belief that students can better understand the naturalistic paradigm if they have general familiarity with the historical and philosophical underpinnings of the dominant paradigm.

While students have a knowledge of major conceptionalizations and techniques associated with the orientation of positivistic science, since they have been enrolled in courses stressing this view, seldom have they been asked to examine the philosophical basis of the conceptions and techniques. This is true even for those students who reflect a strong commitment to the established paradigm. Examining how theory and models function in the research process is viewed as essential for all students, regardless of their personal orientations to inquiry. This course is the only one in the department's curriculum that devotes serious attention to this aspect of the research act. The study of methods for preparing integrative reviews is included because of a lack of attention this receives in other courses and because documentary analysis, an essentially qualitative method, is an important part of dissertation writing, and a skill needed by all those who engage in educational research.

The Attached Course Bibliographies

Two bibliographies used in EDRS 8522, Advanced Educational Research are attached. One presents references selected as appropriate for the segment of the course dealing with the philosophy of science, theory of inquiry, metatheory and paradigms, functions of theory and models and types of theory. A few entries are specifically related to educational research. The specific listings of sections or chapters of the major works reflect an attempt to call attention to material that has special value for the research course. Students are expected to select from these specific listings those which they will read and present in class.

The second bibliography is organized by major topics. These topics are those associated with naturalistic-qualitative inquiry dealt with in the class sessions. Not all, however, are studied during any given semester.

References

Boydan, R. C., & Bikien, S. K. Qualitative research for education: An introduction to theory and methods. Boston: Allyn & Bacon, 1982.

Guba, E. G. Toward a methodology of naturalistic inquiry. CSE Monograph Series in Evaluation, 8, 1978. Los Angeles: University of California Center for Study of Evaluation.

Guba, E. G., & Lincoln, Y. S. Effective evaluation: Improving the usefulness of evaluation through responsive and natural approaches. San Francisco: Jossey-Bass, 1981.

Patton, M. Q. Alternative evaluation research paradigm. Grand Forks, ND: North Dakota Study Group on Evaluation, University of North Dakota, 1975.

Bibliography of Materials Related to Philosophy of Science, Theory of Inquiry, Theory, and Models

The bibliography was compiled for use in EDRS 8522, Advanced Educational Research.

Prepared by: E. D. Butler
Associate Professor
Foundations of Education
Memphis State University

Achinstein, P. Concepts of science. Baltimore: John Hopkins Press, 1968.
(See especially Theory; Theoretical terms; Analogies and Models)

Barbour, I. G. Myths, models and paradigms. New York: Harper and Row, 1974.

Beth, M. The process of thinking. New York: David McKay, 1977.
(Chpt. 2, Models & Analogies in Description and Explanation; Chpt. 3, Models and the Act of Thinking; Chpt. 8, Scientific Thinking)

Bernstein, R. J. The restructuring of social and political theory. New York: Harcourt, Brace & Jovanovich, 1976.

Black, M. Models and metaphors. Ithaca, NY: Cornell University Press, 1962.

Black, M. Models and archetypes. In H.S. Broudy, R. H. Ennis, L. I. Krimerman (Eds.), Philosophy of educational research. New York: John Wiley & Sons, 1973.

Braithwaite, R. B. Scientific explanation. London: Cambridge University Press, 1953.

Brodbeck, M. Models, meaning and action. In L. Gross (Ed.), Symposium on sociological theory. Evanston: Row, Peterson & Co., 1959.

Brodbeck, M. Logic and scientific method in research on teaching. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963.

Brodbeck, M. Models. In H. S. Broudy, R. H. Ennis, L. I. Krimerman (Eds.), Philosophy of educational research. New York: John Wiley & Sons, 1973.

Churchman, C. W. The design of inquiry systems. New York: Basic Books, 1971.
(Chpt. 1, Design and Inquiry; Chpt. 10, Three Basic Models of Inquiry Systems)

Cohen, M. R., & Nagel, E. An introduction to logic and the scientific method. New York: Harcourt, Brace & World, 1934.
(See especially "What is Scientific Method?")

Davies, J. T. The scientific approach (2nd ed.). New York: Academic Press, 1973.

Deutsch, K. Tools for thinking. Xeroxed copy.

Dewey, J. Logic, the theory of inquiry. New York: Holt, Rinehart & Winston, 1938.

De Mouy, L. The road to reason. New York: Longsmans, Green & Co., 1949.

Durbin, P. R. Logic and scientific inquiry. Milwaukee: Bruce Publishing Co., 1968.

Durbin, R. Theory building (Rev. ed.). New York: Free Press, 1978.
(Theory; Units of a Theory)

Gage, N. L. Paradigms for research on teaching. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963.

Gale, G. Theory of science: An introduction to the history, logic and philosophy of science. New York: McGraw-Hill, 1979.

Greer, S. The logic of social inquiry. Chicago: Aldine, 1969.
(Part I. Scientific Position)

Gowin, D. B. Is education research distinctive? In L. G. Thomas (Ed.), Philosophical redirection of educational research. Chicago: University of Chicago Press, 1972.

Gutting, G. (Ed.). Paradigms and revolutions: Appraisals and applications of Thomas Kuhn's philosophy of science. London: Notre Dame Press, 1980.
(Part III. Theory and Theoretical Idea)

Handy, R., & Harwood, E. D. Useful procedures of inquiry. Great Barrington, MA: Behavioral Research Council, 1973.
(See Scientific Inquiry and the Dewey-Bentley View of Scientific Method)

Harre, R. The principles of scientific thinking. Chicago: University of Chicago Press, 1970.
(Chpt. 2, Models in Theories)

Hendley, W. E. Freedom, inquiry & language. Scranton, PA: International Textbook Co., 1968.
(Chpt. 4, A Theory of Inquiry)

Kaplan, A. The conduct of inquiry. San Francisco: Chandle Publishing Co., 1964.
(see especially materials on Scientific Method, Structure of Models, Functions of Models, Theories and Laws, Function of Theories, Validation of Theories)

Kuhn, T. S. The structure of scientific revolutions (2nd ed.). Chicago: University of Chicago Press, 1970.

Lachman, S. J. The foundations of science. Detroit: Hamilton Press, 1956.
(Chpt. 3, Fundamental Axioms of Science and Chpt. 4, Operating Conceptions of science)

Laudan, L. Progress and its problems: Toward a theory of scientific growth. Berkeley: University of California Press, 1977. (Chpt. I. The Role of Empirical Problems. Chpt. II. Conceptual Problems. Chpt. III. From Theories to Research Traditions)

Leatherdale, W. H. The role of analogy, models & metaphor in science. New York: American Elsevier Publishing Co., 1974. (Chpt. 1. Models and Analogies, Chpt. 2. Models, Explanations, Meanings, Chpt. 3. Metaphors in Science)

Lin, N. Foundations of social research. New York: McGraw-Hill, 1976. (Chpts. on Theory and Social Research, Modeling Theoretical Structures, Verification and Modification of Social Theories)

Maccia, E. Methodology of educational inquiry. Unpublished manuscript.

Naess, A. The pluralist and possibilist aspect of the scientific enterprise. London: Allen & Unwin, 1972. (Part III. Theory and Theoretical Ideas)

Nagel, E. Observation and theory in science. Baltimore: John Hopkins Press, 1971. (Chpt. 1. Theory and Observation)

Nagel, E. Philosophy of science and educational theory. Studies in philosophy and education, 1969, 7(1), 5-27.

Nagel, E. The structure of science. New York: Harcourt, Brace & World, 1961. (Chpt. 6. The Cognitive Status of Theories)

Northrop, F. S. C. The logic of the sciences and humanities. New York: World Publishing Co., 1959. (Chpt. 1. The Initiation of Inquiry)

Nuthall, G. & Snook, I. Contemporary models of teaching. In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally, 1973. pp. 47-76

Papineau, D. Theory and meaning. Oxford: Clarendon Press, 1979. (Part I. Theory & Observation. Part II. The Theoretical Context Account of Meaning)

Phillips, D. Knowledge from what? Theories and methods in social research. Chicago: Rand McNally, 1971.

Polanyi, M. Scientific thought and social reality. New York: International Universities Press, 1974.

Popper, K. R. The logic of scientific discovery. New York: Harper & Row, 1965.

Reynolds, P. D. A primer in theory construction. Indianapolis: Bobbs-Merrill, 1971.

Rudner, R. S. Philosophy of social science. Englewood Cliffs, NJ: Prentice-Hall, 1966.
(See the construction of Social Theory, especially material on Theory in Science and Models)

Scheffler, I. The anatomy of inquiry: Philosophical studies in the theory of science. Indianapolis: Hackett Co., 1979.

Shye, S. (Ed.). Theory construction and data analysis in the behavioral sciences. San Francisco: Jossey-Bass, 1978.

Snizek, W. F. E., & Miller, M. (Eds.). Contemporary issues in theory and research: A metasociological perspective. Westpark, CT: Greenwood Press, 1979.

Snow, R. E. Theory construction for research on teaching. In R.M.W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally, 1973. Pp. 77-112.

Steiner, E. Logical and conceptual analytic techniques for educational researchers. Washington, DC: University Press of America, 1978.

Stinchcombe, A. L. Constructing social theories. New York: Harcourt Brace & World, 1968.

Stogdill, R. M. (Ed.). The process of model-building in the behavioral sciences. New York: W. W. Norton & Co., 1970.

Toulmins, S. The philosophy of science. New York: Harper & Row, 1953.

Travers, R. M. W. An introduction to educational research. New York: Macmillan, 1978.
(Chpt. 3. The Place of Theory in Educational Research draws heavily on Snow's conceptionalization of theory.)

Wartofsky, M. W. Models: Representation and scientific understandings. Boston: D. Reidel Publishing Co., 1979.
(See especially The Model Muddle)

Wilson, J. Philosophy and educational research. Windsor: National Foundation for Educational Research in England and Wales, 1972.

Zetterberg, H. L. On axiomatic theories in sociology. In P. F. Lazarsfeld and M. Rosenberg (Eds.), The language of social research, New York: Free Press, 1955. (Reprinted from H. L. Zetterberg, On theory and verification in sociology, Totawa, NJ: Bedminister Press, 1963.)

EDRS 8522. Advanced Educational Research

Selected Bibliography
on Naturalistic/Qualitative Research Methodologies

Prepared by E. D. Butler, Associate Professor
Foundations of Education
College of Education
Memphis State University
Memphis, Tennessee 38152

MacDonald, B., & Walker R. Case-study and the social philosophy of educational Research. In D. Hamilton, et al. (Eds.), Beyond the numbers game. Berkeley Calif: McCutchan 1977, pp. 181-189.

Riley, M. W. Sociological research: A case approach. New York: Harcourt, Brace and World, 1963.

Stake, R. E. The case study method in social inquiry. Educational Researcher, July 1978, 2, 5-8.

Yin, R. K., & Heald, K. A. Using the case survey method to analyze policy studies. Administrative Science Quarterly, 1975, 20, 371-381.

CONTENT/DOCUMENTARY ANALYSIS

Berelson, B. Content analysis in communication research. Glencoe, IL: The Free Press, 1952.

Boaz, M. T. (Ed.). Modern trends in documentation. Long Island City, NY: Pergmon Press, 1959.

De Sola, P. (Ed.). Trends in content analysis. Urbana, IL: University of Illinois Press, 1959.

Gerbner, G. et al. (Eds.). The analysis of communication content. New York: John Wiley & Sons, Inc., 1969.

Holst, O. R. Content analysis for the social sciences and humanities. Reading, MA: Addison-Wesley, 1969.

Krippendorff, K. Content analysis: An introduction to its methodology. Beverly Hills, CA: Sage Publications, 1980.

North, R. C. et al. Content analysis. Evanston, IL: Northwestern University Press, 1963.

Rosengren, D. E. (Ed.). Advances in content analysis. Beverly Hills, CA: Sage Publications, 1981.

Smith, K. G. The message measurement inventory. Bloomington, IN: Indiana University Press, 1978.

Stone, P. J. et al. The general inquirer: A computer approach to content analysis. Cambridge, MA: M.I.T. Press, 1966.

ETHNOGRAPHIC RESEARCH

Burnett, J. H. Event description and analysis in the microethnography of urban classrooms. In F. J. Ianni & E. Storey (Eds.), Cultural relevance and educational issues. New York: Holt, Rinehart & Winston, 1974.

Burns, A. T. On the ethnographic process in anthropology and education. Anthropology and Education Quarterly, 1976, 7(3), 25-33.

Dobbert, M. L. Ethnographic research: Theory and application for modern schools and societies. New York: Praeger Publishers, 1982.

Dynneson, T. L., & Bastion, J. An ethnographic model for researching the public schools. Paper presented at the Western Social Science Association, Denver, May, 1975.

Erickson, F. Some approaches to inquiry in school-community ethnography. Anthropology and Education Quarterly, 1962, 8, 58-69.

Erickson, F. What makes school ethnography 'ethnographic'? Council on Anthropology and Education Newsletter, 1973, 4(2), 10-19.

Erickson, F. Some approaches to inquiry in school-community ethnography. Anthropology and Education, 1977, 8.

Fienberg, S. W. The collection and analysis of ethnographic data in educational research. Anthropology and Education Quarterly, 1977, 8, 50-57.

Goetz, J. P., & LeCompte, M. D. The role of theory in the design of educational ethnography. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Goodenough, W. H. Ethnographic field techniques. In H. C. Triandis & W. W. Lambert (Eds.) Methodology, Vol. II. Handbook of cross-cultural psychology. Boston: Allyn & Bacon, 1980.

Hall, G. E. Ethnographers and ethnographic data. Education and Urban Society May 1980, 12, 349-366.

Kaplan, M. H. et al. (Eds.). Ethnographic and qualitative methods in education research: A selected annotated bibliography. Charlottesville, VA: Mid-Atlantic Community Education Publications, 1980.

LeCompte, M. D., & Goetz, J. P. Ethnographic data collection in evaluation research. Educational Evaluation and Policy Analysis, 1982, 4(3), 387-400.

LeCompte, M. D., & Goetz, J. P. Problems of reliability and validity in ethnographic research. Review of Educational Research, 1982, 52(1), 31-60.

Lutz, F. W., & Ramsey, W. A. The use of anthropological field methods in education. Educational Researcher, 1974, 3, 5-9.

Overholt, G. Ethnography and education limitation and sources of error. Journal of Thought, Fall 1980, 15(3), 11-20.

Porter-Gehrie, C., & Crowson, R. L. Analyzing ethnographic data - strategies and results. Paper presented to the meeting of the American Educational Research Association, Boston, April 1980.

Rist, R. C. Blitzkrieg ethnography: On the transformation of a method into a movement. Educational Researcher, February 1980 9(2) 8-10.

Ritz, R. C. Ethnographic techniques and the study of an urban school. Urban Education, 1975, 10.

Smith, L. M. An evolving logic of participant observation, educational ethnography and other case studies. In L. S. Shulman (Ed.), Review of Research in Education (Vol. 6). Itasca, IL: Peacock Publishers, Inc., 1978.

Spindler, G. (Ed.). Doing the ethnography of schooling. New York: Holt, Rinehart & Winston, 1982.

Spradley, J. The ethnographic interview. New York: Holt, Rinehart & Winston, 1979.

Wilcox, K. Ethnography as a methodology and its application to the study of schooling: A review. In G. Spindler (Ed.), Doing the ethnography of schooling. New York: Holt, Rinehart & Winston, 1982.

Wilson, S. The use of ethnographic techniques in education research. Review of Educational Research, 1977, 47.

Wolcott, H. Criteria for an ethnographic approach to research in schools. In J. I. Roberts & S. K. Akinsanya (Eds.), Schooling in the Cultural Context. New York: David McKay, 1976.

ETHNOMETHODOLOGY

Cicourel, A. B. Ethnomethodology. In T. S. Sebeok, et al. (Eds.), Current trends in linguistics (Vol.12). Mouton, 1972.

Garfinkel, H. Studies in ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Hill, R. C., & Crittenden, K. S. (Eds.). The Purdue symposium on ethnomethodology Monograph No. 1, Institute for Study of Social Change, Purdue University, 1968.

Leiter, K. (Ed.). A primer on ethnomethodology. New York: Oxford University Press, 1980.

Mehan, H., & Wood, H. The reality of ethnomethodology. New York: John Wiley, 1975.

Turner, R. (Ed.). Ethnomethodology. New York: Penguin Books, 1974.

EXPERIMENTAL ECOLOGY

Bronfenbrenner, U. The experimental ecology of education. Teachers College Record, December 1976; Educational Researcher, October 1976, 5.

Bronfenbrenner, U. The ecology of human development. Cambridge, MA: Harvard University Press, 1979.

Bronfenbrenner, U. Toward an experimental ecology of human development. American Psychologist, 1977, 32.

FIELD METHODS

Bradley, E. F., & Denmead, U. T. Collection and processing of field data. New York: John Wiley, 1967.

Borzak, L. (Ed.). Field study: A sourcebook for experiential learning. Beverly Hills, CA: Sage Publications, 1981.

Brandt, R. M. Studying behavior in natural settings. New York: Holt, Rinehart & Winston, 1972.

Cook, T. D., & Campbell, D. T. Quasi-experimentation: Design and analysis issues for field settings. Chicago: Rand-McNally, 1979.

Douglas, D. Investigative social research: Individual and team field research. Beverly Hills, CA: Sage Publications, 1976.

Dunphy, D. C. The primary group, a handbook for analysis and field research. New York: Appleton-Century-Crofts, 1972.

Habenstein, R. Pathways to data: Field methods for studying ongoing social organizations. New York: Aldine-Atherton Press, 1971.

Johnson, J. M. Doing field research. New York: Free Press, 1975.

Junker, B. Field work. Chicago: University of Chicago Press, 1960.

O'Keefe, K. C. Methodology for educational field studies. Unpublished doctoral dissertation, Ohio State University, 1968.

Schatzman, L., & Strauss, A. L. Field research. Englewood Cliffs, NY: Prentice-Hall, 1973.

Scott, R. W. Field methods in the study of organizations. In J. G. March (Ed.), Handbook of organizations. Chicago: Rand McNally, 1965.

Shaffir, W. B., Stebbins, R. A., & Turowetz, A. (Eds.). Fieldwork experience: Qualitative approaches to social research. New York: St. Martin's Press, 1980.

Wax, M., & Wax, R. Anthropological fieldwork: Comments on its values and limitations. Journal of Thought, Fall, 1980 15(3), 1-10.

Wax, R. Doing Fieldwork: Warnings and advise. Chicago: University of Chicago Press, 1971.

Wolcott, H. F. Field study methods for educational researchers: A bibliography Exchange Bibliography 300, Monticello, IL. Council of Planning Librarians, 1972.

GROUNDED THEORY

Glasser, B. G. Theoretical sensitivity: Advances in the methodology of grounded theory. Mill Valley, CA: Sociology Press, 1978.

Glaser, B. G., & Strauss, A. L. The discovery of grounded theory. Chicago: Aldine, 1967.

Glaser, B. G., & Strauss, A.L. Discovery of substantive theory: A basic strategy underlying qualitative research. In W. Filstead (Ed.), Qualitative Methodology: Firsthand involvement with the social world. Chicago: Markhan Publishing Co. 1970.

Richer, S. School effects: The case for grounded theory. Sociology of Education, 1975, 48(4), 383-397.

Smith, L. M., & Pohland, P. A. Grounded theory and educational ethnography: A methodological analysis and critique. St. Ann, MO: Cemrel, 1969.

INTERVIEW METHODOLOGY

Bradburn, N., & Sudman, S. Improving interview method and questionnaire design. Chicago: Jossey-Bass, 1979.

Garrett, A. Interviewing. New York: Family Service Assoc. of America, 1967.

Gordon, R. L. Interviewing: Strategy, techniques and tactics. Dorsey Press, 1975.

Fenlason, A. Essentials of interviewing. New York: Harper & Row, 1952.

Hyman, H. et al. Interviewing in social research. Chicago: University of Chicago Press, 1954.

Kahn, R. L., & Cannell, C. F. The dynamics of interviewing. New York: John Wiley, 1957.

Maccoby, E. E., & Maccoby, N. The interview: A tool of social science. In E. Lindzey (Ed.), Handbook of Social Psychology (Vol. I). Reading, MA: Oxford University Press, 1954.

Molyneaux, D., & Lane, V. W. Effective Interviewing: Techniques and analysis. Rockleigh, NJ: Longwood Division, Allyn & Bacon, 1982.

Richardson, S. et al. Interviewing: Its form and functions. New York: Basic Books, 1965.

Stewart, C. J., & Cash, W. B., Jr. Interviewing principles and practices. Dubuque, IO: William C. Brown, 1978.

Survey Research Center, Field Office. Interviewers manual. Ann Arbor, MI: Survey Research Center, 1969.

Tough, A. Intentional change interview schedule. U. S. Educational Resources Information Center, March, 1980. (ERIC Document Reproduction Service No. 186-837).

Whyte, W. F. Interviewing in field research. In R. H. Adams and J. J. Preiss (Eds.), Human organization research. Homewood, IL: Dorsey Press, 1960.

PARTICIPANT OBSERVATION

Becker, H. W., & Geer, G. Participant observation: The analysis of qualitative field data. In R. Adams and J. Preiss (Eds.), Human Organization research. Homewood, IL: Dorsey Press, 1960.

Bruyn, S. T. The methodology of participant observation. In N. K. Shimahara & Scrupski (Eds.), Social forces and schooling. New York: David McKay, 1976.

Bogdan, R. Participant observation in organizational settings. Syracuse: University Press, 1972.

Carini, P. Observation and description: An alternative methodology for the investigation of human phenomena. Grand Forks: University of North Dakota, 1975.

McCall, G. J., & Simmons, J. L. (Eds.). Issues in participant observation. Reading, MA: Addison-Wesley, 1969.

Spradley, J. P. Participant observation. New York: Holt, Rinehart & Winston, 1980.

Wythe, W. H. On making the most of participant observation. The American Sociologist, 1979, 14, 56-66.

QUALITATIVE/NATURALISTIC RESEARCH

Bogdan, R. C., & Biklen, S. K. Qualitative research for education: An introduction to theory and methods. Boston: Allyn & Bacon, 1982.

Bogdan, R. C., & Taylor, S. J. Introduction to qualitative research methods. New York: Wiley, 1975.

Bossert, S. T. Tasks and social relationships in classrooms. New York: Cambridge University Press, 1979.

Cook, T. E., & Reichardt, C. S. Qualitative and quantitative methods in evaluation research. Beverly Hills, CA: Sage Publications, 1979.

Denzin, N. K. The logic of naturalistic inquiry. Social Focus, 1971, 50.

Filstead, W. J. Qualitative methodology: Firsthand involvement with the social world. Chicago: Markham, 1970.

Guba, E. G. Toward a methodology of naturalistic inquiry. CSE Monograph Series in Evaluation, 8, 1978, Los Angeles: University of California Center for Study of Education.

Guba, E. G. Naturalistic and conventional inquiry. Paper presented at the American Educational Research Association, Boston, April 1980.

Guba, E., & Lincoln, Y. S. Effective evaluation: Improving the usefulness of evaluation through responsive and natural approaches. San Francisco: Jossey-Bass, 1981.

Light, R. J., & Pillemer, D. B. Numbers and narrative: Combining their strengths in research reviews. Harvard Educational Review, February 1982, 52(1), 1-36.

Lofland, J. Analyzing social settings: A guide to qualitative observation and analysis. Belmont, CA: Wadsworth, 1971.

Meyers, W. R. The evaluation enterprise: A realistic appraisal of evaluation careers, methods, and applications. San Francisco: Jossey-Bass, 1981.

Patton, M. Q. Qualitative evaluation methods. Beverly Hills, CA: Sage, 1980.

Reichardt, C. S., & Cook, T. D. Beyond qualitative versus quantitative methods. In T. D. Cook & C. S. Reichardt, Qualitative and quantitative methods in evaluation research. Beverly Hills, CA: Sage, 1979.

Rist, R. C. On the relations among educational research paradigms: From disdain to detente. Anthropology and Education Quarterly, May 1977, 8, 42-49.

Rist, R. C. On the means of knowing: Qualitative research in education. New York University Education Quarterly, Summer 1979, 10, 17-21.

Schwartz, H., & Jacobs, J. Qualitative sociology. New York: Free Press, 1979.

Smith, P. L. On the distinction between quantitative and qualitative research. CEDR Quarterly, 1980, 13(3), 3-6.

Willens, C. P., & Raush, H. L. (Eds.). Naturalistic viewpoints in psychological research. New York: Holt, Rinehart & Winston, 1969.

Wolf, R. L. An overview of conceptual and methodological issues in naturalistic evaluation. Paper presented at the meeting of American Educational Research Association, San Francisco, April 1979.